

STATE OF UTAH

**OFFICE OF WORK AND FAMILY LIFE
DEPARTMENT OF WORKFORCE SERVICES**

**REQUEST FOR GRANT
FISCAL YEAR 2009
(February 26, 2009 through March 25, 2009)**

QUALITY IMPROVEMENT GRANTS

FOR

CHILD CARE PROGRAMS

Child Care Quality Improvement Grant **Request for Grant (RFG)**

Part One: General Information

Background

The Department of Workforce Services, Office of Work & Family Life is soliciting proposals to increase the quality of child care services in **currently operating child care centers holding a child care center license from the Utah Department of Health**. The Office of Work & Family Life will make funding available statewide to programs that want to improve the quality of the care in their classrooms caring for **two-year-olds** during the fiscal year 2009 (July 1, 2008-June 30, 2009).

Eligibility Requirements

For fiscal year 2009, licensed centers serving two-year-old children are eligible to receive funding. Centers may apply if they have a classroom/s in which at least 50% of the children enrolled are two years old. Each center may submit one application per center for during the application period. Organizations or businesses that have multiple sites must submit a separate proposal for each site.

Centers that may apply:

- All licensed centers that currently provide full-time child care services for two-year-old children.
- Applicants who currently have Youth Connections or Baby Steps grants ARE ELIGIBLE.

Centers that may not apply:

- Centers that failed to perform under the terms and conditions of a prior grant administered by the Office of Work and Family Life and have been suspended are not eligible.
- Centers that hold an Hourly Child Care Center license are not eligible.
- Centers that currently hold a conditional license are not eligible.

Funding

Centers may request a maximum of \$2,000 for a group of up to 7 two year olds, or a maximum of \$3,000 if the center serves up to 14 or more two year olds. The number of two year olds served should be determined by average daily attendance. For example, if a program has 10 two year olds enrolled, but only 7 or less attend on any given day, the program would be eligible for \$2,000. The priority of these grant funds is for the purchase of equipment and furnishings. If the program already has the

necessary, appropriate furnishings and equipment, funds may be used to purchase toys and materials for the classroom. Purchases must be made from nationally known early childhood education catalogs or vendors. Requests for funding must be based on the needs demonstrated in your proposal and must be spent on items identified on the furniture, equipment, toys and materials list provided with the application form. Funds will be paid in advance when you receive your signed Grant Agreement. All purchases must be supported by copies of receipts.

This grant requires matching funds. Matching Funds are funds that the applicant already has or will have available to put toward their program. Training consistent with the goals of this grant will be a required component of this grant and programs will be required to pay for the associated class fees and staff wages for attending training. This will be considered a portion of the match. In addition, the time the director or other supervisor invests in working with two-year-old staff will also count as the match. Documentation of time spent with each staff member to help them set and reach goals to improve their classroom environment or their personal practices will be required.

Programs must spend the grant funds within the specified grant period and **return receipts within six weeks of receiving the grant check**. Purchases cannot be made until after notification of receiving a grant has been received by a grant recipient.

You may enroll staff in training classes in anticipation of receiving the grant, but only training attended during the six month grant period will count toward fulfilling the grant requirements.

Grant Requirements

The intent of this RFG is to improve the quality of care provided to children in two-year-old classrooms. Grant recipients will be required to comply with the following requirements.

1. Programs must not discriminate against children, families or staff based on race, religion, sex, age, national origin or disability.
2. Programs must provide a copy of their current license issued from the Bureau of Child Care Licensing.
3. All grant recipients must be registered with their Child Care Resource and Referral Agency.
4. Staff from the Office of Work & Family Life shall have access to the center for site visits.
5. Grantees shall **submit copies of receipts to document all purchases** made with grant funds to the Office of Work & Family Life within six weeks of receiving the grant check.
6. Grantees shall submit a **final report** to the Office of Work & Family Life within **six months** of receiving the grant funds. The report will include:

- Photographs of the two-year-old classroom with the new furniture, equipment, toys and materials clearly visible, including close up pictures of the specific activity areas that were improved.
 - A copy of the CCR&R or CEU training certificate showing that required training was attended or completed and documentation (pay stub, payroll journal or copy of a check made out to the staff member that has cleared the bank) showing the program paid the two-year old teacher/s at their usual rate of pay for 10 hours spent in class and a cancelled check or credit card statement showing payment of the class fee.
 - A completed Quality Improvement Grant Final Report (Form 1) with a thorough and complete answer to each of the questions explaining how the new equipment and materials have improved the care provided to the children in the classroom and how the goals of each staff member were reached. Please explain what information from training has been implemented in the classroom. In addition, please describe how their new skills have improved their classroom or relationships with the children, and any other positive outcomes.
 - A completed Administrative Log (Form 2) showing documentation listing the director/supervisor's activities and number of hours spent assisting two-year-old staff in reaching their goals.
7. Ensure that the above report forms are accurate and complete and that the staff has completed the training that has been proposed in your application. If the terms and conditions of this grant are not met, centers may be suspended from participating in any future grant programs administered by our Office.
 8. Centers must be able to meet all applicable state and federal laws and regulations, including the Federal Office of Management & Budget (OMB) circulars for services.

Part Two: Submittal Process

General Information

1. To obtain copies of the application form or to address questions regarding the proposal and application process contact **Sharif Dajany**, Department of Workforce Services, Procurements and Contracts, 140 East 300 South, Salt Lake City, Utah, 84111, or at 801-526-9430. Applications may also be picked up at the Department of Workforce Services, 140 East 300 South, Salt Lake City, Utah.
2. Costs incurred in the preparation and submission of proposals are the responsibility of the individual, organization or agency submitting the application and will not be reimbursed. Copies of the proposal become property of the State of Utah and will not be returned.
3. Faxed copies will not be accepted nor can we accept applications via email.
4. **To submit your application, mail or hand deliver one (1) original and four (4) copies of the application to Sharif Dajany, Department of Workforce**

Services, Procurements and Contracts, 140 East 300 South, Salt Lake City, Utah, 84111. Applications **MUST** be received by 6:00 P.M. on or before March 25, 2009. Applications received outside application periods will not be accepted and reviewed for funding.

Format Requirements

1. You must submit one (1) original and four (4) legible copies to be used by the review committee.
2. Applications may be hand written or type written. If hand written, use black ink and print clearly and legibly. If type written, use a 12 point type.
3. Application pages must be fastened together. If your application is longer than five or six pages, you are encouraged to submit the applications in report folders with fasteners to prevent stapled pages from separating.
4. The following documents must be placed in the application packet the order listed below.
 - a. Application Cover Sheet
 - b. Diagrams of the classroom. One as it is now and one of what it will look like after purchases are made.
 - c. Labeled pictures of the classroom, including pictures of required items.
 - d. Plan of Action Forms (3 minimum if applying for \$2,000, 6 minimum if applying for \$3,000.)
 - e. Furniture, Materials, Toys and Equipment List
 - f. Request for Materials and Equipment Forms
 - g. A copy of your child care license from the Department of Health

NOTE: Applications that are not complete and missing any of the items listed above will not be reviewed.

Part Three: Instructions for completing the grant application paperwork.

Step One

1. Determine the amount of money you are eligible for based on your two-year-old capacity.
2. Measure your two-year-old room and draw it to scale on the graph paper included in the application packet. **(Appendix G-1)** Label all equipment, furniture and activity areas and identify where each is currently located in the room.

3. Complete the enclosed Suggested Furniture, Equipment, Toys and Materials List for Two Year Olds (**Appendix A-1 or A-2**) to show what is already in the classroom.
 - ❑ Do not count shelving units taller than 24" or those made of plastic.
 - ❑ Tables and chairs not sized for two year olds cannot be counted. Tables should be 14-16 inches high and chairs 6 ½ - 8 inches high
 - ❑ Changing tables can be counted only if they are made for group care and of good commercial quality.
 - ❑ If items are broken or worn out, do not count them.
 - ❑ Record the number of all materials in the small space to the left of each of the items listed.
 - ❑ **Fill out the form completely, including quantities for activity areas you are not requesting funding for.**
 - ❑ Please note that some items are considered "essential" and others are "additional". **Essential items should be purchased first.** If you already have them, additional items can be requested.
4. **Attach photographs** of your two-year-old room that clearly show the area and all the equipment in it. If you will be focusing on specific activity areas for purchases in your grant request, **include a close up picture of the area/s.** Please label the pictures, identifying each photograph. If you marked "yes" indicating the room is already equipped with a changing table and/or tables and chairs sized for two year olds, include a picture of those items as well. **Color copies or photos need to be included in the original and in each of the 4 copies of your proposal.**

Step Two

1. This grant will require the owner/director/supervisor to work with staff in the two-year-old classroom to set and achieve goals based on the Utah Core Competencies for early care professionals. If you do not have a copy of the core competencies, you can request a copy for each caregiver by calling your local CCR&R or the Office of Work & Family Life at 801-526-4340 or 1-800-622-7390. Copies of the Core Competencies will also be available at two pre-proposal conferences being held in Salt Lake and Spanish Fork. Please see frequently asked questions for dates, times and locations.
2. Read the information explaining the Core Competencies with the staff working in two-year-old classrooms and together **select three core knowledge areas** to focus on.
 - ❑ Take some time to observe the caregivers in the classroom working with the children, focusing on the areas you have selected.
 - ❑ Have the two-year-old caregivers self-assess their current skills within the areas you have chosen to focus on.
 - ❑ Together, work with the two-year-old providers to select a minimum of three goals from the Core Competencies document that they would like to work toward to improve their practices.

- ❑ At least one of the goals must be a commitment to an action or change of behavior of the caregiver that does not require any funding to meet the goal. For example, the caregiver may take action to rearrange a room to create a protected block area or make a change in their behavior and practices, such as using descriptive language to describe objects to two-year-olds.
 - ❑ Complete a simple plan of action (**Appendix B, Section A and B**) with each caregiver for each goal selected, writing out goals and steps to reach those goals within the grant period.

- 3. Select a training class for each of the two-year-old caregivers that is related to one of the chosen goals and register them for a class through your local CCR&R agency.
 - ❑ Use the enclosed "Matching Training to Competencies" sheet to determine what CCR&R classes contain information related to one of the competencies chosen. (**Appendix C**)
 - ❑ Identify the Core Competency goal in which each two-year-old teacher will take related training. Complete section C on the plan of action form by listing the training classes related to one of the core competency goals on **one** Plan of Action form. **Section C only needs to be completed on the Plan of Action Form of the competency that you intend the caregiver to attend training for.** Include an alternate choice in case the class is full or not being offered in the next six months. Complete this section on the other two forms **only** if the caregiver is also committing to additional training for the other competencies.
 - **You are encouraged to check with your local CCR&R to see what will be available in the coming two quarters. Remember the program is required to pay the fee for the training and the caregiver's wages for their time spent in class as part of the match.
 - ❑ Another option to fulfill the training requirement is for the two-year-old teacher to complete one CEU related to a core competency goal from an approved source. (This includes CEU's obtained online) If this type of training is selected, the program is still required to pay the course fee and the caregiver's wages for up to 10 hours to complete the learning module.
 - * See Frequently Asked Questions in part seven for more information and the **Approved CEU Sources, (Appendix E)** for an approved list of sources to acquire one CEU.

- 4. In addition, the person assisting the caregivers in meeting their goals will outline activities they are committing to or arranging in order to help the staff members reach their goals. The plans of action should be realistic, taking into account the supervisor/director's time constraints. (**Appendix B, Section D**) Examples of activities that could be included in the plan are:
 - ❑ Attending a training class with the staff member
 - ❑ Observing in the classroom and giving constructive, positive feedback
 - ❑ Meeting with the staff member to set goals and regularly thereafter to check in and see what additional help they may need

- ❑ Modeling in the classroom (showing staff how to use appropriate discipline or implement age appropriate activities, etc.),
- ❑ Helping with room arrangement or other behaviors or actions that may be related to their goals.
- * See Frequently Asked Questions for additional examples of activities

Step Three

1. Determine what equipment and/or materials you will purchase with the grant money. At least 15% of the money must be used for purchases related to the core competency goals you have made. Identified items must be purchased from early childhood education catalogs and vendors. Grant funds may only be used to purchase items specified in your grant application. **(Use Appendix D, Materials and Equipment Request Form)**
 - ❑ The first priority of this grant is the purchase of furniture and equipment. If you do not already have enough tables and chairs for every child in the group to sit at one time and/or the appropriate size for two-year-olds, you need to purchase what you do not have with grant funds. In addition, if you do not have a sturdy changing table designed for commercial use, you need to purchase one with grant funds. These grant funds cannot be used to purchase wall mounted changing tables.
 - ❑ The second priority for this grant is for toys and materials to enhance, create or replace specific activity areas in the two-year-old classroom. **For any plan to improve an activity area, appropriate furniture such as shelving or a book display must be purchased with grant funds if you do not already have them.** Toy boxes are not considered appropriate storage.
2. Next, determine what furniture, equipment, toys or materials are needed to fulfill one or more of the goals selected from the Core Competency booklet.
3. If there is any money left over, select the specific classroom activity areas you would like to focus your efforts on for quality improvement. How many you improve will depend on how much money you have left. Determine what shelving, furniture, toys and materials you wish to purchase to replace, enhance or create the activity area/s you have selected.

Please Note: All furniture, equipment, toys or materials proposed for purchases must be safe for two year olds and deemed appropriate for two year olds by the manufacturer and distributor. If proposed purchases are unsafe ie: choking hazards, too tall for the children to use effectively, or designed for much older children, and the proposal scores high enough to be funded, those items will be removed from the proposal and the dollar amount of each item's cost will be subtracted from the award amount.

****Please see frequently asked questions for more information.**

4. Diagram the room to scale as it will appear after you have completed your purchases on the second piece of graph paper. **(Appendix G-2)** Add or replace existing furniture or equipment with the equipment and furniture you plan to purchase and include them in your drawing. Show the activity areas that you are

replacing, enhancing or creating and the general layout and arrangement of the room after all materials have been purchased.

Note: Purchases should be based on the needs reflected on your equipment and materials list and on the diagram of what the room will look like after purchases are made. Remember that too much equipment can be as problematic as too little, causing crowding and over-stimulation.

Part Four: Order of Application Paperwork/Checklist

A complete application includes:

1. **Cover Sheet:** Fill out the cover sheet completely.
2. **Two diagrams on graph paper of the two-year-old room: (Appendix G-1 and G-2)** One as the room is now, and one as it will be after purchases have been made.
3. **Attach pictures of how the room looks today.**
4. **Plan of Action Forms: (Appendix B)** Complete **one form for each goal** that you have selected with each two-year-old caregiver from the Core Competency document. There should be a minimum of three plans of action if there is one caregiver in the two-year-old classroom. For two caregivers, submit a minimum of six total. Number the pages at the bottom of each page.
 - **Section A:** List the name of the staff person, the step and number of the core competency to be developed, and write the core competency itself that the caregiver wishes to develop.
 - **Section B:** List the indicators that correspond to the chosen competency that need to be developed.
 - **Section C:** Complete section C by listing the training classes related to one of the core competencies on one Plan of Action. . **Section C only needs to be completed on the Plan of Action Form of the competency that you intend the caregiver to attend training for, but should include an alternate choice in case the class is full or not being offered in the next six months.** Only complete this section on the other two forms if the caregiver is also committing to additional training for the other competencies. Use **Appendix C** to determine appropriate training. If the caregiver will instead be completing one CEU, use **Appendix E** and please list name of training module and source.
 - **Section D:** List the activities the supervisor/director/administrator will perform or arrange to support staff in meeting their goals. Write a narrative explaining how you will support the caregiver over time and briefly describe

how you will monitor or assess change and how you will maintain those changes in the future.

3. **A completed Materials and Equipment List:** (Appendix A)
5. **Request for Materials and Equipment Forms:** Attach forms outlining purchasing requests. All purchases must be safe and age appropriate for two year olds or they will be removed from the proposal. (Appendix D)
6. **Licensing Status:** A copy of your current child care license from the Department of Health.

Part Five: Scoring of Eligible Grant Applications

1. Applications will be evaluated by personnel from the Office of Work & Family Life and other qualified personnel selected by the agency and/or Child Care Resource and Referral staff.
2. Evaluations will be based on the criteria listed in this RFG. Applicants should clearly demonstrate the need for all equipment and materials being requested.
3. The Office may request additional technical assistance from other sources when evaluating applications. The Contract Analyst or Office of Work & Family Life staff shall reserve the right to enter into discussion with applicants during the evaluation phase.

The review committee will use the following guidelines when scoring applications:

1. Overall accuracy and presentation of the entire proposal. Maximum of (5 points)
2. Classroom diagram/plan: Maximum of (10 points) based on the following:
 - Does the first diagram of the classroom appear to be accurate based on the photos and equipment and materials list? Do the diagram, photos and materials list demonstrate a clear need for the requested purchases? (5 points)
 - Do the new items on the second diagram correspond with the purchasing form? Does the second diagram of the classroom reflect that significant improvement will be made? (5 points)
3. Core Competency Goals in Sections A and B of the Plan of Action Form: Maximum of 20 points based on the following:
 - Was there at least one competency goal chosen that does not involve the purchase of materials? If more than three goals were established, is it realistic to complete them all in six months? (5 points)

- How simple or complex were the goals that were selected? Will the goals require good effort? (More complex goals receive more points) (10 points)
 - Will the completion of the chosen goals create significant change? (5 points)
4. Training shown in Section C of the Plan of Action Form: Maximum of 10 points based on the following:
- Are at least 10 hours of training or 1 CEU being planned for each two-year-old caregiver? (5 points)
 - Is the training topic appropriate and related to one of the goals? Was at least one alternate option for training included in the plan? (5 points)
5. Administrator Plan of Action in Section D of the Plan of Action Form: Maximum of 25 points based on the following:
- How well developed is the plan to assist staff in reaching their goals? (10 points)
 - Does the director use appropriate activities to support staff in the different goals? Are the strategies individualized to each goal set? (10 points)
 - How effective is the plan to assist the caregivers in maintaining the changes they have made after the grant period? (5 points)
6. Purchases: Maximum of 30 points based on the following:
- Will the classroom have the required furniture and equipment after purchases are made? (5 points)
 - How financially reasonable are the choices? Are the choices of good quality without being extravagant? (5 points)
 - Are the choices age-appropriate? (Do any of them pose choking hazards or are they designed for much older children?)(10 points)
 - Does the quantity and quality of the proposed purchases correspond with the classroom photos and to the needs shown on the suggested materials list? (10 points)
7. A minimum score for funding is 60 out of 100 points.

QI EVALUATION SCORESHEET FY09

Organization: _____

Site: _____

Evaluator: _____

Date: _____

Score will be assigned as follows:

- 0 = Failure, no response
- 1 = Poor, inadequate, fails to meet requirement
- 2 = Fair, only partially responsive
- 3 = Average, meets minimum requirement
- 4 = Above average, exceeds minimum requirement
- 5 = Superior

| | | ReaderScore | Weight (0-5) | Points |
|---|----------------------------|-------------|-----------------|--------|
| 1. Grant Proposal/ Application: (5 points possible) | ---- | | ---- | ---- |
| Overall accuracy and presentation | 5 points possible | | X 1 | |
| 2. CLASSROOM DIAGRAM/PLAN (10 points possible) | | ---- | ---- | |
| Does the first diagram of the classroom appear to be accurate based on the photos and materials list? Do the diagram, photos and materials list demonstrate a clear need for the requested purchases? | 5 points possible | | X 1 | |
| Do the new items on the second diagram correspond with the purchasing form? Does the second diagram of the classroom reflect that significant improvement will be made? | 5 points possible | | X 1 | |
| 3. PLAN OF ACTION FORM: (20 points possible) | | ---- | | ---- |
| Was there at least one competency goal chosen that does not involve the purchase of materials? If more than three goals were established, is it realistic to complete them in six months? | 5 points possible | | X 1 | |
| How simple or complex were the goals that were selected? (More complex=More points) Will the goals require good effort? | 10 points possible | | X 2 | |
| Will the completion of the chosen goals create significant change? | 5 points possible | | X 1 | |
| 4. TRAINING (10 pts possible) | | ---- | ---- | |
| Are at least 10 hours of training or 1 CEU being planned for each two-year-old caregiver? | 5 points possible | | X 1 | |
| Is the training topic appropriate and related to one of the goals? Was at least one alternate option included in the plan? | 5 points possible | | X 1 | |
| 5. ADMINISTRATOR PLAN OF ACTION (25 points possible) | | ---- | | ---- |
| How well developed is the plan to assist staff in reaching their goals? | 10 points possible | | X 2 | |
| Does the director use appropriate activities to support staff in the different goals? Are the strategies individualized to each goal set? | 10 points possible | | X 2 | |
| How effective is the plan to assist the caregivers in maintaining the changes they have made after the grant period? | 5 points possible | | X 1 | |
| 7. PURCHASES: (30 points possible) | ---- | | ---- | |
| Will the classroom have the required furniture and equipment after purchases are made? | 5 points possible | | X 1 | |
| How financially reasonable are the choices? Are the choices of good quality without being extravagant? | 5 points possible | | X 1 | |
| Are the choices age-appropriate? | 10 points possible | | X 2 | |
| Do the proposed purchases correspond with the classroom photos and to the needs shown on the suggested materials list? | 10 points possible | | X 2 | |
| TOTAL EVALUATION POINTS | 100 points possible | | Total | |

Part 6: Definitions

Child Care: Child care is care provided on a regular basis over a period of time, in lieu of what a parent would provide in a home. Preschool programs and drop-in/hourly child care facilities are not covered under this definition.

Conditional License: A license issued by the Bureau of Licensing, Department of Health for continuing or chronic failure to comply with the licensing rules or for serious breaches of the rules that results in potential or actual harm to children.

Child Care Resource and Referral (CCR&R): Child care support programs, partially funded by the Utah Office of Child Care, housed in local agencies. CCR&Rs provide training and technical assistance consultation for child care providers and operate parent referral services. See **Appendix F** to locate your local CCR&R agency.

Matching Funds or Provider Match

These are funds that the applicant already has or will have available to put toward their program. The quality improvement grant requires that ten hours of training be completed by two-year-old caregivers. The program will be required to pay for class fees and staff wages for attending training. This will be considered a portion of the match. In addition, the time the owner/director/supervisor invests in working with two-year old staff will account for the remainder of the match. The final report will require documentation that shows staff were paid to attend training and documentation of the time spent with each staff member to help them set and reach goals to improve their classroom environment or personal practices.

Part Seven: Frequently Asked Questions

1. **What classroom furniture/equipment and materials do I include in the count on the Equipment and Materials list?**
 - If you have tables, chairs or a changing table that do not meet the specifications of the grant, do not count them. They need to be purchased first with these funds. For example, if the chairs in the room are taller than 8 inches, they cannot be counted and you need to purchase chairs the appropriate size.
 - Equipment, furniture, toys and materials that are broken or in poor repair should not be counted on the materials list. If the classroom has 15 animal figures, but 3 are missing legs and one is missing a head, you would only count the 11 that are intact.
2. **Can I use grant money on any quality improvement project?**

Since these are federal funds, there are some limits on how you can use these funds.

 - Grant funds cannot be used to purchase second hand equipment from any source

- Funds from this grant can only be used for furniture, equipment, toys and materials. Improvements to the physical structure of the room or building are not allowed. For example, funds cannot be used to plumb a sink into the classroom or knock out a wall to make a classroom larger or change its shape.
- Grant funds cannot be used to purchase televisions, VCR's or DVD players, computers, game systems, etc.
- Funds may not be used to pay class fees or staff wages while staff are attending training. Each center is required to pay fees and staff wages for required training of staff as part of the match for this grant.

3. How can I get more information about the grant and the Core Competencies document?

There will be two pre-proposal conference meetings. The first meeting will be held on Thursday, March 5, 2009 in Spanish Fork at the Department of Workforce Services Employment Center, 1185 N. Chapel Dr. at 1:00 p.m. The second meeting will be held in Salt Lake City on Wednesday, March 11, 2009 at 1:00 p.m. at the Division of Work Force Services Building, 140 East 300 South, Room 211A. If you want more clarification on the grant, grant application, or the use of the Core Competency Booklet you may attend one of the two pre-proposal conference meetings. Please RSVP to the Office of Work & Family Life at 801-526-4340 or 1-800-622-7390 if you plan to attend either of the two meetings.

4. Should I have my staff self-assess themselves in all Core Knowledge areas?

The recommendation is to select three Core Knowledge areas to focus on with each two-year-old caregiver and have them self-assess in the competencies related to those areas only. The Core Competency document is lengthy, and as a person begins to consider goals from it, it is much more manageable to focus on the specific areas that an individual is motivated to work on.

5. I have more than two caregivers that work in my two year old classroom. Do I have to send all of them to training and set goals with all of them?

If you have 7 children in your two-year-old room you will need to set goals with and send the caregiver that spends the most time in the room to 10 hours of training. If you have a group size of 14, you need to set goals with and send two caregivers to 10 hours of training each. For example, if you have one caregiver that works in the room full time, they will need to set goals and go to training. In addition, if you have one caregiver that works in the room six hours per day and another that works three, you would set goals with the one working six hours per day and send that caregiver to a training class also. This would meet the requirements of the grant. However, if you choose to work with all three staff members, it may be easier to reach your goals and provide a better environment in the classroom. It may also contribute to a higher score when the grant application is being reviewed.

6. What are more details regarding the CEU option for training?

A CEU is a Continuing Education Unit and is equivalent to 10 hours of training. To obtain a CEU there is usually a written or testing component. This option for training is available for those that may not be able to readily access CCR&R training or may not be able to attend face-to-face training for whatever reason. Only CEU's in Early Childhood Education will count. Children's center upper level training is also a viable option for CEU credit. A certificate of completion will be required to close out the grant. This option is more expensive than CCR&R classes and the center will still be required to pay the fee for the course and up to 10 hours for the caregiver's time to complete it. Please see the on-line sources listed on **Appendix E** if you would like to use this option.

7. What is an example of an action or change of behavior to complete a goal that does not require funding?

A caregiver selects a goal from the **Emotional Wellness** section of the competencies document, **step 2, number 6**. The competency goal is for the **caregiver to recognize and acknowledge children's feeling and help them label them**. The caregiver commits to talking about feelings as part of the teaching process, acknowledging children's feelings before attempting to solve problems, and to helping children recognize and accept their feelings. This goal does not require any funding from the grant, but does require an action or change in behavior from the caregiver.

8. In section D of the Administrator's Plan of Action, can some of the activities for support be activities that are arranged to help the caregivers develop skills vs. the director/supervisor providing all support directly? What are examples of activities the director arranges?

In this section, some activities should be conducted with the two-year-old teacher's direct supervisor. The actual assessment and setting of goals is something that should occur with the supervisor and staff member working together. However, some activities could be set up by the supervisor to help the staff member be successful in reaching their goals. Examples of some of these could be:

- ❑ Purchasing resources the caregiver could read and/or use in the classroom.
- ❑ Giving the caregiver paid time out of the classroom to observe another caregiver that may show proficiency in a skill the caregiver would like to develop.
- ❑ Drawing on community resources to obtain technical assistance from another professional in the field.
- ❑ Assigning a mentor from within the center to help a caregiver develop a particular skill or meet one of the indicators.

9. What is an example of how to monitor staff progress and help maintain goals beyond the grant period?

A monitoring/maintenance plan explains how the administrator will continue to partner with staff in their professional development efforts to improve their practices

and how goals will be maintained. Maintenance could include continued monitoring, additional training, posted reminders, quarterly self-assessments, etc.

10. How do I know if an item is age appropriate for two year olds?

When making materials or product selections, it is important to consult the manufacturer's recommendation for the product. In many cases, you must go online to find out if a product may have small parts that can come off a larger product and present choking hazards. Any item that presents a choking hazard will be eliminated from the grant proposal. In addition, any item requested must fall within a reasonable range of what two-year-old children can use in a meaningful way. For example, if a product is recommended for children age 5-8 years old, it is not something you may buy with these grant funds. Ordering out of an infant/toddler catalog or the infant/toddler section of catalogs will ensure that the items that you are ordering are specifically for children under three.

11. What if the owner of the child care center changes? A new owner requires a new license, and the grant does not automatically transfer to the new owner. If the center director changes, that usually does not require a new license.

Quality Improvement Grant Application Cover Sheet
OFFICE OF WORK & FAMILY LIFE
Department of Workforce Services

Business Name: _____ Federal Tax ID #: _____
(As it appears on your business/child care license)

Owners Name: _____ Contact Name: _____

Business Address: _____ City _____
(Utah) Zip _____ County _____

Phone: (Business) _____ (FAX) _____

Phone: (Contact) _____ (E-mail) _____

This organization is (please check one):

Individual/Sole Proprietor

Partnership

Private Corporation (includes LLC)

Other (explain) _____

Total Amount of Funding Requested: _____ Two year old average daily attendance _____

Number of Plan of Action Forms attached: _____ How is your program funded? _____

Have you ever been suspended from participating in any grant through our office? _____ If yes, what

grant program were you suspended from? _____ Indicate the date of your suspension _____

Date your current license was issued _____

Is your program currently operating with a conditional license? _____

The following documents must be attached. Incomplete applications will not be reviewed or funded. The original application packet and four complete copies must be submitted by the application deadline. A complete application includes the following:

Application Cover Sheet

Current Layout identifying location of furniture, equipment and activity areas. (Appendix G-1)

Include photos of the room, changing table, tables & chairs areas you want to improve.

Master Plan: Diagram of the two-year-old classroom on graph paper showing all proposed changes to the room. (Appendix G-2)

Plan of Action Forms (Appendix B)

Completed Furniture, Equipment, Toys and Materials List (Appendix A-1 or Appendix A-2)

Request for Materials and Equipment Forms (Appendix D)

A copy of your child care license from the Department of Health

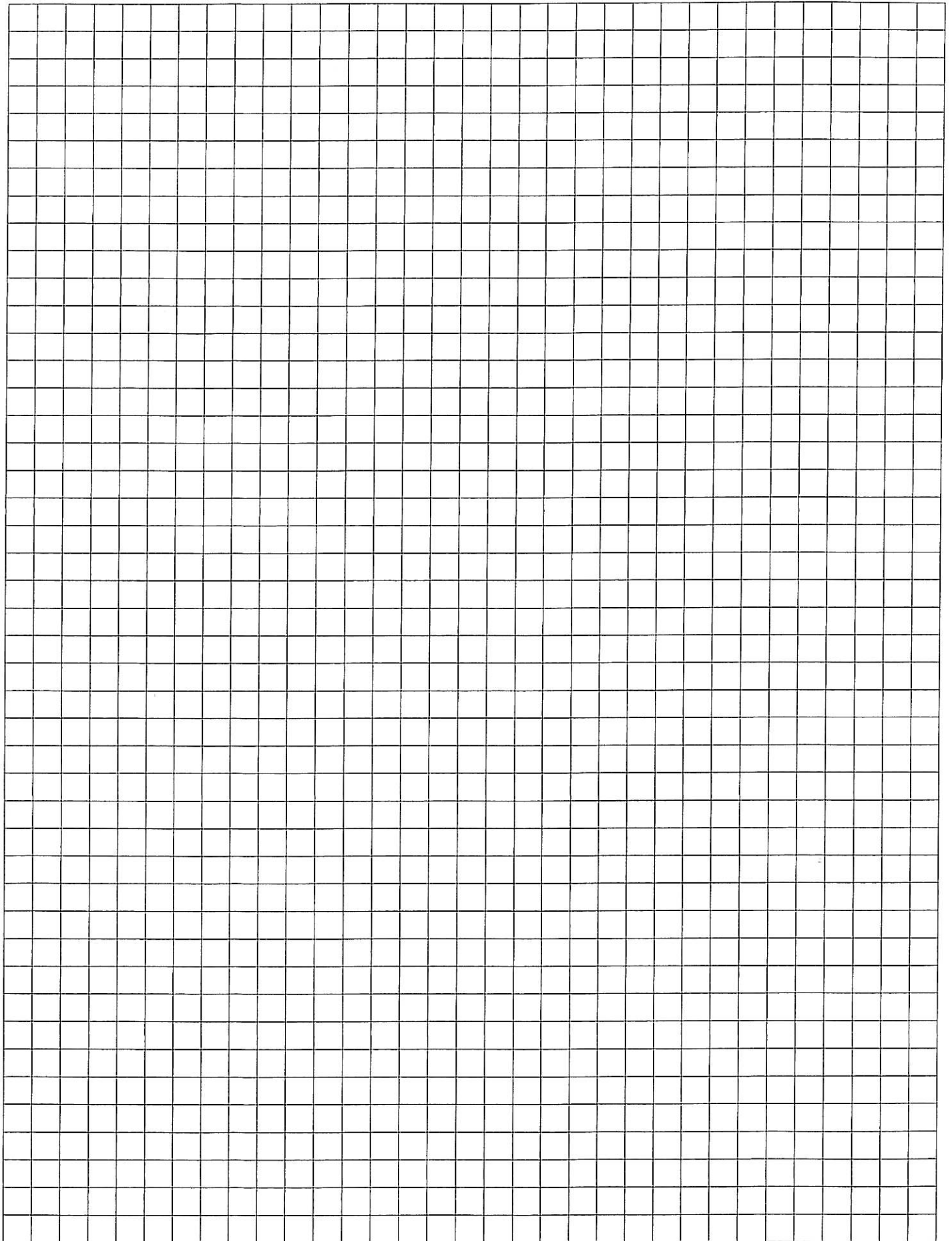
If funded, I agree to comply with the requirements listed in this Request For Grants (RFG) and to provide the Office of Work & Family Life with accurate information upon request. I understand that staff from the Office of Work & Family Life may visit my center to verify purchases have been made, materials are available to the children and/or other grant related information.

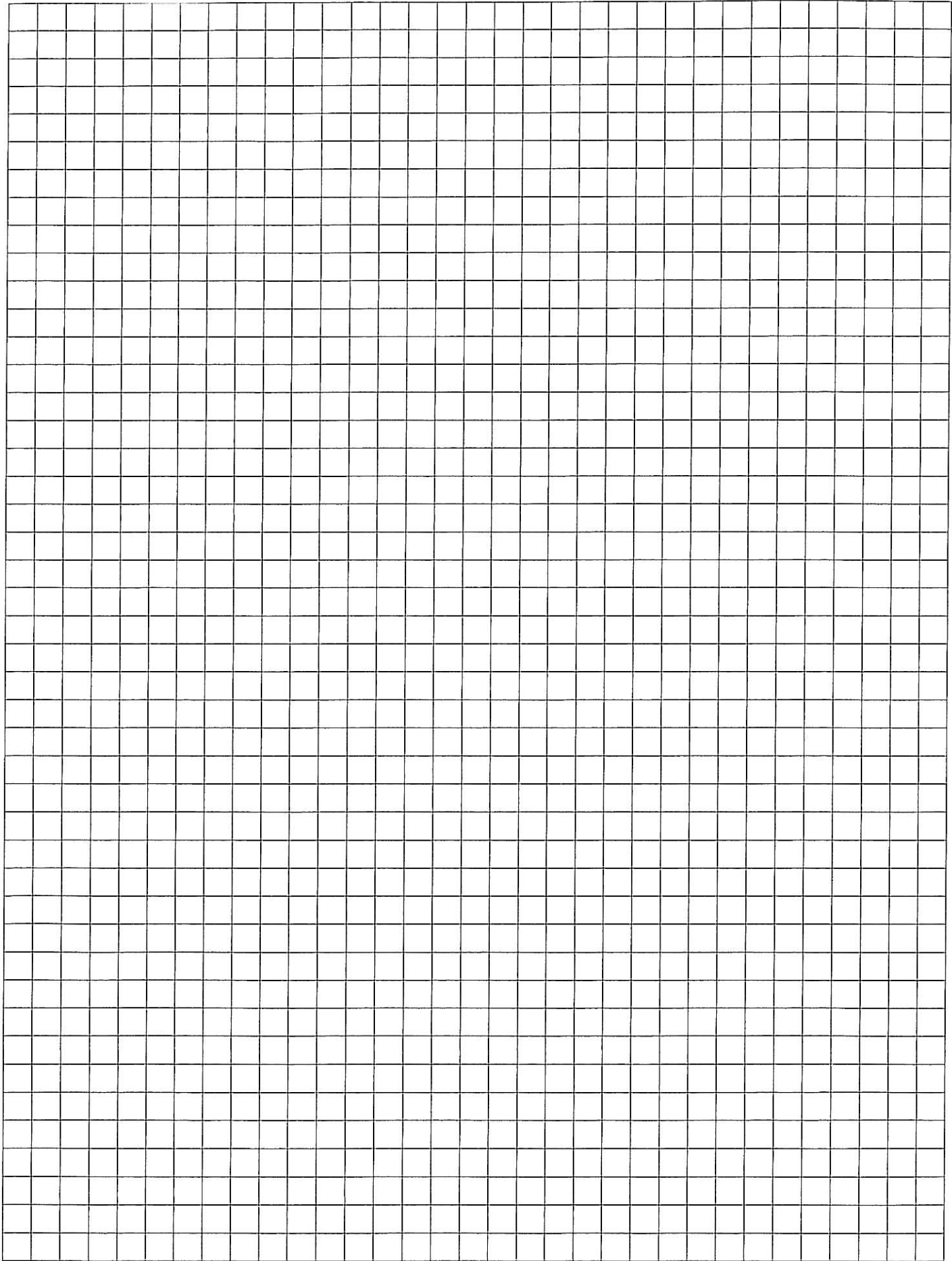
Owner or Authorized Signature

Title

Date

Appendix G-1





Suggested Furniture, Equipment, Toys & Materials for 7 Two-Year-Olds (Appendix A-1)

When inventorying equipment and materials, only include items that are not broken and have all of their pieces. Also, children cannot have access to any items less than 1 1/4 inches in diameter and 2 1/2 inches long. Please see directions on page 5 of the RFG.

** Indicates required purchases if the classroom is not already equipped with them.

* Indicates required purchase for any activity area you are requesting funding for if you do not already have appropriate storage.

Indoor Furniture & Equipment

Essential items:

- _____ ****A sturdy commercial diapering table**
- _____ ****A chair for each child in the group, sized so feet touch the floor easily (6 1/2-8 inches high)**
- _____ ****Enough tables to allow all the children to sit comfortably at once (elbows can rest on the table, knees fit under) (14-16 inches high)**
- _____ *** 4 low (24" or less) shelf units or dividers to create at least three defined learning centers (must be purchased for any activity area you wish to improve if you do not already have shelving for that area)**
- _____ Diaper disposal container with foot operated tight fitting lid
- _____ Steps or stool near sink
- _____ Book storage that is accessible to children
- _____ A mat or cot for each child
- _____ A sheet for each mat or cot
- _____ Storage for mats or cots (if applicable)
- _____ A cubby or storage unit for each child
- _____ A cozy area that can accommodate 2-3 children, with a combination of: easily cleanable upholstered furniture, cushions, rugs, large pillows, bean bag chairs, etc.

Nice Additions

- _____ Wall display equipment (plexi-glass picture holders, mirrors, etc.)
- _____ Wall display materials (pictures, posters, etc. that depict a variety of cultures, ethnicities, ages, abilities and genders in non-stereo-typical roles)

Storage Containers

- _____ Enough bins, baskets, or other containers to store & display separated materials in each learning center **(Toy boxes may not be purchased with grant funds)**

Language & Literacy Materials

Essential Items

- _____ 15 age appropriate books, including factual and fantasy books that show people of different races, cultures, ages, abilities and genders in non-stereotypical roles.
(8 additional books for rotation)
- _____ 10 or more puppets and some to rotate
- _____ Writing surface and materials to write with (white board and markers, chalkboard and chalk, paper and large crayons)

Nice Addition

- _____ A flannel board and story figures

Manipulative / Cognitive/ Early Math & Numeracy Materials

Essential Items

- _____ 5 wooden puzzles with and without knobs
(an additional 5 for rotation)
- _____ 2 different 100 piece sets of large construction toys (duplos, bristle blocks, waffle blocks, etc.)
- _____ 15 fine motor toys of varying type, color, size, shape, and texture (shape sorters, pop beads, stacking toys, nesting toys, pull apart toys, fill and dump games, large stringing bead sets, pegboards with chunky pegs, activity boxes, pounding or hammering toys, hidden object toys, simple sort or match toys, etc.)
- _____ 2 sets of materials to support awareness of numbers (number puzzles, magnetic numbers, etc.)
- _____ 2 sets of materials to support awareness of shapes (large parquet tiles, felt shapes, shape puzzles, etc.)

Block Play Materials

Essential Items

- _____ A set of large blocks
- _____ A set of medium blocks
- _____ A set of small blocks
- _____ 12 vehicles of various types and sizes (cars, trucks, boats, planes, etc.)
- _____ 15 people figures, including children and adults with varying skin tones
- _____ 15 or more animal figures (farm, zoo, ocean dinosaur, etc.)
- _____ 3 construction/hard hats

Nice Additions

- _____ A block play mat or rug
- _____ 8 traffic/road signs

Music & Movement Materials

Essential Items

- _____ A tape/CD player
- _____ 12 music tapes/CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
- _____ 14 musical/rhythm instruments
- _____ 14 movement to music props (streamers, scarves, etc.)
- _____ 3 musical toys and additional for rotation (xylophone, toys that play music, small play pianos, etc.)

Art Materials

Essential Items

- _____ Continual supply of various types and colors of paper (drawing, painting, construction, etc.)
- _____ Continual supply of markers and/or dot markers in at least 8 colors
- _____ Continual supply of crayons in at least 8 colors
- _____ Continual supply of tempera paints, finger paints, and watercolor paints in at least 8 different colors
- _____ 7 paintbrushes of varying sizes and types
- _____ 7 paint containers
- _____ A variety of painting tools (sponges, rollers, etc.)
- _____ 7 paint smocks
- _____ Continual supply of play dough
- _____ 14 play dough accessories (cookie cutters, blunt knives, rolling pins, etc.)
- _____ Continual supply of paste/glue
- _____ Continual supply of collage materials (magazines, ribbon/lace, yarn, craft sticks, tissue paper, paper scraps, etc.)

Nice Additions

- _____ 2 paint easels
- _____ A drying rack

Dramatic Play Materials

Essential Items

- _____ Up to 4 pieces of toddler-sized play furniture (refrigerator, stove/oven, sink, dish cupboard, kitchen table with chairs, etc.)
- _____ 30 pieces of plastic/play food and grocery/food boxes/bottles with word labels (cereal box, orange juice bottle, etc.)
- _____ A set of play dishes (plates, cups, pots/pans, mixing bowls, cooking/baking dishes, spatula, large spoons, strainer, etc.)
- _____ 2 play telephones
- _____ 2 small doll/figure sets (Fisher Price, dollhouse sets, barn with farm animals, etc.)
- _____ 10 machine washable soft toys (dolls, stuffed animals, etc.)
- _____ 4 dolls with varying skin colors
- _____ 8 doll accessories (clothes, bottles, blankets)
- _____ 2 pieces doll furniture (sturdy doll bed, high chair, stroller or carriage, etc.)
- _____ 12 dress-up items (clothes, hats, shoes, purses, wallets, tote bag, etc.) for both girls and boys and additional for rotation

Nice Additions

- _____ A coat/clothing rack to hang dress-up clothes on
- _____ Community Helper hats and dress up clothes
- _____ A shopping cart or basket and related items for playing store
- _____ A small kitchen table and chairs
- _____ An unbreakable mirror large enough for the children to see themselves

Science & Nature Play Materials

Essential Items

- _____ 3 sets of exploration toys (magnifying glasses, large magnets and large metal items, color paddles, etc.)
- _____ A non-toxic plant
- _____ A licensing approved classroom pet (fish aquarium, hamsters, etc.)
- _____ 6 books that represent nature realistically
- _____ 12 pictures that represent nature realistically

Sensory Play Materials

Essential Items

- _____ A sensory table or large plastic sensory bin
- _____ Materials to fill the sensory table/bin, periodically rotated (sand, water, birdseed, etc.)
- _____ 14 accessories for digging, holding, pouring, and floating (small shovels, measuring cups and spoons, sand molds, small pitchers, water wheels, sifters, small vehicles such as boats, planes, and cars, etc.)
- _____ 7 waterproof smocks
- _____ A non-skid water absorbent mat

Active Physical Play Equipment (Indoor & Outdoor)

Essential Items

- _____ 4 riding toys with and without pedals
- _____ 2 wagons
- _____ 5 bouncing balls of various sizes
- _____ 12 sand toys (buckets, shovels, trowels, molds, vehicles, etc.)
- _____ 5 pieces of portable large motor equipment (crawl through tunnel, bean bags, small basketball hoop and basketballs, slide, tumbling mats, etc.)
- _____ Soft climber for indoor use with appropriate cushioning (check licensing standards)

Suggested Furniture, Equipment, Toys & Materials for 14 Two-Year-Olds (Appendix A-2)

When inventorying equipment and materials, only include items that are not broken and have all of their pieces. Also, children cannot have access to any items less than 1 1/4 inches in diameter and 2 1/2 inches long. Please see directions on page 5 of the RFG.

** Indicates required purchases if the classroom is not already equipped with them.

* Indicates required purchase for any activity area you are requesting funding for if you do not already have appropriate storage.

Indoor Furniture & Equipment

Essential items:

- _____ **A sturdy commercial diapering table
- _____ **A chair for each child in the group, sized so feet touch the floor easily (6 1/2-8 inches high)
- _____ **Enough tables to allow all the children to sit comfortably at once (elbows can rest on the table, knees fit under) (14-16 inches high)
- _____ * 4 low (24" or less) shelf units or dividers to create at least three defined learning centers *(must be purchased for any activity area you wish to improve if you do not already have shelving for that area)*
- _____ Diaper disposal container with foot operated tight fitting lid
- _____ Steps or stool near sink
- _____ Book storage that is accessible to children
- _____ A mat or cot for each child
- _____ A sheet for each mat or cot
- _____ Storage for mats or cots (if applicable)
- _____ A cubby or storage unit for each child
- _____ A cozy area that can accommodate 2-3 children, with a combination of: easily cleanable upholstered furniture, cushions, rugs, large pillows, bean bag chairs, etc.

Nice Additions

- _____ Wall display equipment (plexi-glass picture holders, mirrors, etc.)
- _____ Wall display materials (pictures, posters, etc. that depict a variety of cultures, ethnicities, ages, abilities and genders in non-stereo-typical roles)

Storage Containers

- _____ Enough bins, baskets, or other containers to store & display separated materials in each learning center **(Toy boxes may not be purchased with grant funds)**

Language & Literacy Materials

Essential Items

- _____ 20 age appropriate books, including factual and fantasy books that show people of different races, cultures, ages, abilities and genders in non-stereotypical roles.
(10 additional books for rotation)
- _____ 10 or more puppets and some to rotate
- _____ Writing surface and materials to write with (white board and markers, chalkboard and chalk, paper and large crayons)

Nice Addition

- _____ A flannel board and story figures

Manipulative / Cognitive/ Early Math & Numeracy Materials

Essential Items

- _____ 8 wooden puzzles with and without knobs
(an additional 8 for rotation)
- _____ 2 different 100 piece sets of large construction toys (duplos, bristle blocks, waffle blocks, etc.)
- _____ 24 fine motor toys of varying type, color, size, shape, and texture (shape sorters, pop beads, stacking toys, nesting toys, pull apart toys, fill and dump games, large stringing bead sets, pegboards with chunky pegs, activity boxes, pounding or hammering toys, hidden object toys, simple sort or match toys, etc.)
- _____ 2 sets of materials to support awareness of numbers (number puzzles, magnetic numbers, etc.)
- _____ 2 sets of materials to support awareness of shapes (large parquet tiles, felt shapes, shape puzzles, etc.)

Block Play Materials

Essential Items

- _____ A set of large blocks
- _____ A set of medium blocks
- _____ A set of small blocks
- _____ 24 vehicles of various types and sizes (cars, trucks, boats, planes, etc.)
- _____ 24 people figures, including children and adults with varying skin tones
- _____ 24 or more animal figures (farm, zoo, ocean dinosaur, etc.)
- _____ 4 construction/hard hats

Nice Additions

- _____ A block play mat or rug
- _____ 8 traffic/road signs

Music & Movement Materials

Essential Items

- _____ A tape/CD player
- _____ 12 music tapes/CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
- _____ 20 musical/rhythm instruments
- _____ 20 movement to music props (streamers, scarves, etc.)
- _____ 5 musical toys and additional for rotation (xylophone, toys that play music, small play pianos, etc.)

Art Materials

Essential Items

- _____ Continual supply of various types and colors of paper (drawing, painting, construction, etc.)
- _____ Continual supply of markers and/or dot markers in at least 8 colors
- _____ Continual supply of crayons in at least 8 colors
- _____ Continual supply of tempera paints, finger paints, and watercolor paints in at least 8 different colors
- _____ 14 paintbrushes of varying sizes and types
- _____ 14 paint containers
- _____ A variety of painting tools (sponges, rollers, etc.)
- _____ 14 paint smocks
- _____ Continual supply of play dough
- _____ 28 play dough accessories (cookie cutters, blunt knives, rolling pins, etc.)
- _____ Continual supply of paste/glue

- _____ Continual supply of collage materials (magazines, ribbon/lace, yarn, craft sticks, tissue paper, paper scraps, etc.)

Nice Additions

- _____ 2 paint easels
- _____ A drying rack

Dramatic Play Materials

Essential Items

- _____ Up to 4 pieces of toddler-sized play furniture (refrigerator, stove/oven, sink, dish cupboard, kitchen table with chairs, etc.)
- _____ 30 pieces of plastic/play food and grocery/food boxes/bottles with word labels (cereal box, orange juice bottle, etc.)
- _____ A set of play dishes (plates, cups, pots/pans, mixing bowls, cooking/baking dishes, spatula, large spoons, strainer, etc.)
- _____ 4 play telephones
- _____ 2 small doll/figure sets (Fisher Price, dollhouse sets, barn with farm animals, etc.)
- _____ 14 machine washable soft toys (dolls, stuffed animals, etc.)
- _____ 6 dolls with varying skin colors
- _____ 12 doll accessories (clothes, bottles, blankets)
- _____ 2 pieces doll furniture (sturdy doll bed, high chair, stroller or carriage, etc.)
- _____ 18 dress-up items (clothes, hats, shoes,* purses, wallets, tote bag, etc.) for both girls and boys and additional for rotation

Nice Additions

- _____ A coat/clothing rack to hang dress-up clothes on
- _____ Community Helper hats and dress up clothes
- _____ A shopping cart or basket and related items for playing store
- _____ A small kitchen table and chairs
- _____ An unbreakable mirror large enough for the children to see

Science & Nature Play Materials

Essential Items

- _____ 3 sets of exploration toys (magnifying glasses, large magnets and large metal items, color paddles, etc.)
- _____ A non-toxic plant
- _____ A licensing approved classroom pet (fish aquarium, hamsters, etc.)

- _____ 6 books that represent nature realistically
- _____ 12 pictures that represent nature realistically

Sensory Play Materials

Essential Items

- _____ A sensory table or large plastic sensory bin
- _____ Materials to fill the sensory table/bin, periodically rotated (sand, water, birdseed, etc.)
- _____ 28 accessories for digging, holding, pouring, and floating (small shovels, measuring cups and spoons, sand molds, small pitchers, water wheels, sifters, small vehicles such as boats, planes, and cars, etc.)
- _____ 7 waterproof smocks
- _____ A non-skid water absorbent mat

Active Physical Play Equipment (Indoor & Outdoor)

Essential Items

- _____ 7 riding toys with and without pedals
- _____ 2 wagons
- _____ 7 bouncing balls of various sizes
- _____ 24 sand toys (buckets, shovels, trowels, molds, vehicles, etc.)
- _____ 5 pieces of portable large motor equipment (crawl through tunnel, bean bags, small basketball hoop and basketballs, slide, tumbling mats, etc.)
- _____ Soft climber for indoor use with appropriate cushioning (check licensing standards)

Quality Improvement Grant Application: Plan of Action (Appendix B)
Complete one page for each Core Competency Goal

Section A: Name of Staff Member: _____

Core Knowledge Area: _____

Core Competency Skill: Step _____ Competency Number: _____

Core Competency Goal: _____

Section B: List indicators of the competency to be developed:

1. _____

2. _____

3. _____

4. _____

Section C: Training—Circle the training option being used: CCR&R class 1 CEU

*** This section should only be completed on one Plan of Action form for each caregiver, unless they are committing to attending more than **the one** required training class.*

Training class to help in developing this skill: _____

Alternate option/s: _____ , _____

Section D: Director/Administrative Plan of Action

Please describe how the Director/Supervisor will assist the staff member to achieve goals identified above in Section B. (At least 3 activities required)

Write a short narrative explaining how you will monitor this person's progress and help them maintain goals beyond the grant period:

*Attach an additional sheet of paper if you need more space to write.

Matching Training to Competencies

Appendix C

Core Knowledge Area: **Health and Safety**

Corresponding Training:

Healthy Care

Special Needs Course 1

Core Knowledge Area: **Child Growth and Development**

Corresponding Training:

Step One and Two:

Ages and Stages

Learning in the Early Years

Strong and Smart!

Infant and Toddler Course 3

Step Three and Up:

Advanced Child Development

Special Needs Course 1

Guidance and Emotional Wellness, Course 1

Infant and Toddler Course 3 (Birth through 2 years)

Core Knowledge Area: **Child Guidance and Emotional Wellness**

Corresponding Training:

Step One and Two:

Learning in the Early Years

Learning to Get Along

Infant and Toddler Course 2 (Birth through 2 years)

Step Three and Up:

Guidance and Emotional Wellness 1

Guidance and Emotional Wellness 2

Guidance and Emotional Wellness 3

Guidance and Emotional Wellness 4

Special Needs Course 2 and 3

Matching Training to Competencies, Page 2

Core Knowledge Area: **Learning Environment and Curriculum Implementation**

Corresponding Training:

Step One and Two:

A Great Place for Kids!

Strong and Smart!

Infant and Toddler Course 1 (Birth through 2 years)

Step Three and Up:

Guidance and Emotional Wellness 2

Special Needs Course 2 and 3

Infant and Toddler Course 3 (Birth through 2 years)

Core Knowledge Area: **Observation and Assessment**

Corresponding Training

Looking to Learn

Core Knowledge Area: **Family and Community**

Step 1 and 2:

Working Together

Infant and Toddler Course 4 (Birth through 2 years)

Step 3 and up:

Touch Points, Course 1

Touch Points, Course 2

Touch Points, Course 3

Touch Points, Course 4

Special Needs Course 2

Core Knowledge Area: **Personal and Professional Development**

Step 1 or 2:

More Than Babysitting

Step 2 and Up

Creating Good Child Care

Quality Improvement Grant FY 2009 Materials/Equipment Request Form (Appendix D)

Center Name _____ Classroom Name _____ Eligible Amount _____ Page _____

| Furniture or Equipment | Required Purchase | Catalog | Product Name | Product No. | Quantity | Price each | Total Cost |
|-----------------------------------|--|-----------------|--------------|-------------|----------|--------------|------------|
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| Core Competency Area and Number * | Materials to Assist in Meeting Goals * | Catalog Product | Name | Product No. | Quantity | Price each | Total Cost |
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* If you need additional space to list the purchases you are making that are related to a core competency goal (15% of your total grant), please make copies of this form.

Quality Improvement Grant FY 2009 Materials/Equipment Request Form (Appendix D page 2)

Center Name _____

Page_____

| Activity Area Focus | Material Requests for Improvements | Catalog Product | Name | Product No. | Quantity | Price each | Total Cost |
|---------------------|------------------------------------|-----------------|------|-------------|----------|------------|------------|
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Appendix E: Approved CEU Sources

On-line Sources

Care Courses: www.carecourses.com, 1-800-685-7610

Child Care Exchange: www.childcareexchange.com Type CEU credit in the search box

Stout University/Gryphon House: www.gryphonhouse.com click on CEU program

Texas Tech University Distance Learning: www.selfdimensions.com click on CEU program

Other Sources:

The Children's Center Upper Level Courses

Any CEU program run through an accredited college. CEU's must be related specifically to Early Childhood Education.

Appendix F

Utah Child Care Resource & Referral Training Contact List As of August, 2008

Bridgerland--Box Elder, Cache, Rich Counties

(800) 670-1552

(435) 797-1552

Utah State University

6510 Old Main Hill

Logan, UT 84322-6510

Carrie Stott, Co-Director

(435) 797-1595 carrie.stott@usu.edu

Leah Schilling, Co-Director

(435) 797-8048 leah.schilling@usu.edu

Stephanie Jensen, Training Coord. (435) 797-3956 stephanie.Jensen@usu.edu

Northern--Weber, Morgan, Davis Counties

(888) 970-0101

(801) 626-7837

Weber State University

1309 University Circle

Ogden, UT 84408-1309

Leslie Trottier, Director

(801) 626-7861 ltrottier@weber.edu

Crystal Knippers, Training Coord.

(801) 626-8083 cknippers@weber.edu

Metro--Tooele, Salt Lake Counties

(800) 839-7444

(801) 355-7444

Children's Service Society

124 South 400 East, Suite 400

Salt Lake City, UT 84111

Encarni Gallardo, Director

(801) 326-4380 encarni@cssutah.org

Sandy Craft, Training Coord.

(801) 325-4379 sandy@cssutah.org

Mountainland--Summit, Utah, Wasatch Counties

(800) 952-8220

(801) 863-8220

Utah Valley University

800 W. University Parkway-163

Orem, UT 84058

Julia Mohr, Director

(801) 863-8557 mohrju@uvu.edu

Jo Francis, Training Coord.

(801) 863-8589 francisjo@uvu.edu

Sally Brooks (for Trainer Approvals)

(801) 863-8562 brookssa@uvu.edu

Eastern--Daggett, Duchesne, Uintah, Carbon, Emery, Grand, San Juan Counties

(888) 637-4786

(435) 613-5662

College of Eastern Utah

451 East 400 North

Price, UT 84501

Peggy Golding, Director

Nancy Mahleres, Training Coord.

(435) 613-5619 peggy.golding@ceu.edu

(435) 613-5620 nancy.mahleres@ceu.edu

Western--Juab, Piute, Wayne, Millard, Sanpete, Sevier, Iron, Washington, Kane, Garfield,

Beaver Counties

Cedar City Office:

(888) 344-4896

(800) 543-7527

Five County Association of Governments

88 E. Fiddler's Canyon Road, Suite H

Cedar City, UT 84720

Lis Barker, Director

Kim Kitteridge, Training Coord.

St. George Office:

Five County Association of Governments

1070 West 1600 South, Building B

St. George, UT 84770

(435) 586-0170 lis@childcarehelp.org

(435) 586-8722 kim@childcarehelp.org

Suggested Furniture, Equipment, Toys & Materials for 14 Two-Year-Olds (Appendix A) SAMPLE

When inventorying equipment and materials, only include items that are not broken and have all of their pieces. Also, children cannot have access to any items less than 1 1/4 inches in diameter and 2 1/2 inches long. Please see directions on page 5 of the RFG.

** Indicates required purchases if the classroom is not already equipped with them.

* Indicates required purchase for any activity area you are requesting funding for if you do not already have appropriate storage.

Indoor Furniture & Equipment

Essential items:

- yes **A sturdy commercial diapering table
- 7 **A chair for each child in the group, sized so feet touch the floor easily (6 1/2-8 inches high)
- 1 **Enough tables to allow all the children to sit comfortably at once (elbows can rest on the table, knees fit under) (14-16 inches high)
- 1 *4 low (24" or less) shelf units or dividers to create at least three defined learning centers (must be purchased for any activity area you wish to improve if you do not already have shelving for that area)
- 1 Diaper disposal container with foot operated tight fitting lid
- 1 Steps or stool near sink
- 0 Book storage that is accessible to children
- 14 A mat or cot for each child
- 14 A sheet for each mat or cot
- yes Storage for mats or cots (if applicable)
- yes A cubby or storage unit for each child
- No A cozy area that can accommodate 2-3 children, with a combination of: easily cleanable upholstered furniture, cushions, rugs, large pillows, bean bag chairs, etc.

Nice Additions

- 0 Wall display equipment (plexi-glass picture holders, mirrors, etc.)
- 0 Wall display materials (pictures, posters, etc. that depict a variety of cultures, ethnicities, ages, abilities and genders in non-stereotypical roles)

Storage Containers

- 10 Enough bins, baskets, or other containers to store & display separated materials in each learning center (Toy boxes may not be purchased with grant funds)

Language & Literacy Materials

Essential Items

- 10 20 age appropriate books, including factual and fantasy books that show people of different races, cultures, ages, abilities and genders in non-stereotypical roles.
(10 additional books for rotation)
- 4 10 or more puppets and some to rotate
- 0 Writing surface and materials to write with (white board and markers, chalkboard and chalk, paper and large crayons)

Nice Addition

- 0 A flannel board and story figures

Manipulative / Cognitive/ Early Math & Numeracy Materials

Essential Items

- 6 8 wooden puzzles with and without knobs
(an additional 8 for rotation)
- 1 set 2 different 100 piece sets of large construction toys (duplos, bristle blocks, waffle blocks, etc.)
- 10 24 fine motor toys of varying type, color, size, shape, and texture (shape sorters, pop beads, stacking toys, nesting toys, pull apart toys, fill and dump games, large stringing bead sets, pegboards with chunky pegs, activity boxes, pounding or hammering toys, hidden object toys, simple sort or match toys, etc.)
- 1 set 2 sets of materials to support awareness of numbers (number puzzles, magnetic numbers, etc.)
- 0 2 sets of materials to support awareness of shapes (large parquetry tiles, felt shapes, shape puzzles, etc.)

Block Play Materials

Essential Items

- Yes A set of large blocks
- No A set of medium blocks
- Yes A set of small blocks
- 3 24 vehicles of various types and sizes (cars, trucks, boats, planes, etc.)
- 0 24 people figures, including children and adults with varying skin tones
- 4 24 or more animal figures (farm, zoo, ocean dinosaur, etc.)
- 2 4 construction/hard hats

Nice Additions

- 1 A block play mat or rug
- 0 8 traffic/road signs

Music & Movement Materials

Essential Items

- 1 A tape/CD player
- 8 12 music tapes/CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
- 0 20 musical/rhythm instruments
- 10 20 movement to music props (streamers, scarves, etc.)
- 1 5 musical toys and additional for rotation (xylophone, toys that play music, small play pianos, etc.)

Art Materials

Essential Items

- _____ Continual supply of various types and colors of paper (drawing, painting, construction, etc.)
- _____ Continual supply of markers and/or dot* markers in at least 8 colors
- _____ Continual supply of crayons in at least 8 colors
- _____ Continual supply of tempera paints, finger paints, and watercolor paints in at least 8 different colors
- _____ 14 paintbrushes of varying sizes and types
- _____ 14 paint containers
- _____ A variety of painting tools (sponges, rollers, etc.)
- _____ 14 paint smocks
- _____ Continual supply of play dough
- _____ 28 play dough accessories (cookie cutters, blunt knives, rolling pins, etc.)
- _____ Continual supply of paste/glue
- _____ Continual supply of collage materials (magazines, ribbon/lace, yarn, craft sticks, tissue paper, paper scraps, etc.)

Nice Additions

- _____ 2 paint easels
- _____ A drying rack

Dramatic Play Materials

Essential Items

- _____ Up to 4 pieces of toddler-sized play furniture (refrigerator, stove/oven, sink, dish cupboard, kitchen table with chairs, etc.)
- _____ 30 pieces of plastic/play food and grocery/food boxes/bottles with word labels (cereal box, orange juice bottle, etc.)
- _____ A set of play dishes (plates, cups, pots/pans, mixing bowls, cooking/baking dishes, spatula, large spoons, strainer, etc.)
- _____ 4 play telephones
- _____ 2 small doll/figure sets (Fisher Price, dollhouse sets, barn with farm animals, etc.)
- _____ 14 machine washable soft toys (dolls, stuffed animals, etc.)
- _____ 6 dolls with varying skin colors
- _____ 12 doll accessories (clothes, bottles, blankets)
- _____ 2 pieces doll furniture (sturdy doll bed, high chair, stroller or carriage, etc.)
- _____ 18 dress-up items (clothes, hats, shoes,* purses, wallets, tote bag, etc.) for both girls and boys and additional for rotation

Nice Additions

- _____ A coat/clothing rack to hang dress-up clothes on
- _____ Community Helper hats and dress up clothes
- _____ A shopping cart or basket and related items for playing store
- _____ A small kitchen table and chairs
- _____ An unbreakable mirror large enough for the children to see

Science & Nature Play Materials

Essential Items

- _____ 3 sets of exploration toys (magnifying glasses, large magnets and large metal items, color paddles, etc.)
- _____ A non-toxic plant
- _____ A licensing approved classroom pet (fish aquarium, hamsters, etc.)
- _____ 6 books that represent nature realistically
- _____ 12 pictures that represent nature realistically

Sensory Play Materials

Essential Items

- _____ A sensory table or large plastic sensory bin
- _____ Materials to fill the sensory table/bin, periodically rotated (sand, water, birdseed, etc.)
- _____ 28 accessories for digging, holding, pouring, and floating (small shovels, measuring cups and spoons, sand molds, small pitchers, water wheels, sifters, small vehicles such as boats, planes, and cars, etc.)
- _____ 7 waterproof smocks
- _____ A non-skid water absorbent mat

Active Physical Play Equipment (Indoor & Outdoor)

Essential Items

- _____ 7 riding toys with and without pedals
- _____ 2 wagons
- _____ 7 bouncing balls of various sizes
- _____ 24 sand toys (buckets, shovels, trowels, molds, vehicles, etc.)
- _____ 5 pieces of portable large motor equipment (crawl through tunnel, bean bags, small basketball hoop and basketballs, slide, tumbling mats, etc.)
- _____ Soft climber for indoor use with appropriate cushioning (check licensing standards)

Quality Improvement Grant Application: Plan of Action (Appendix B)
Complete one page for each Core Competency Goal

Section A: Name of Staff Member: Ima Provider

Core Knowledge Area: Guidance

Core Competency Skill: Step Two Competency Number: 6

Core Competency Goal: Uses positive statements and redirection to guide children

Section B: List indicators of the competency to be developed:

1. Help children explore options for play
2. Describes for children what they can do instead of what they can't
3. Acknowledge children when they display positive behaviors
- 4.

Section C: Training—Circle the training option being used: CCR&R class 1 CEU

***This section should only be completed on one Plan of Action form for each caregiver, unless they are committing to attending more than **the one** required training class.*

Training class to help in developing this skill: Learning in the Early Years

Alternate option/s: Learning to Get Along , _____

Section D: Director/Administrative Plan of Action

Please list activities you will complete to assist this staff member in developing this skill: (at least 3 activities required)

1. Observe in the classroom to see how I can best support Ima
2. Meet with Ima to set goals and discuss steps to achieve them
3. Meet with Ima for 20 minutes per week for the first four weeks to discuss progress and then twice a month until end of grant period
4. Set up time for Ima to observe in Suzie Q's classroom to see techniques modeled
5. Provide book "The Power of Guidance" for Ima to read during nap time.
6. Watch Ima for short periods of time and compliment her when she uses the techniques with the children

Write a short narrative explaining how you will monitor this person's progress and help them maintain goals beyond the grant period:

I will observe Ima in her classroom and monitor her to assure the techniques are still being used. I will also post positive statements in the classroom to remind her to use positive words and explain to the children what they can do. I will follow up with Ima to ask what further support she may need to maintain her goals. I will assure Ima attends a training class and I will spend time in the classroom with her to help her implement what she has learned.

Sample Quality Improvement Grant FY 2009 Materials/Equipment Request Form (Appendix D)

Center Name We Love Kids Classroom Name Butterflies Eligible Amount \$3,000. Page 1

| Furniture or Equipment | Required Purchase | Catalog | Product Name | Product No. | Quantity | Price each | Total Cost |
|--|--|---------------------|-----------------------------|-------------|----------|------------|-----------------|
| Table | Size 14-16 in. high | Environments | Peek-a-Blue Table | 900-871 | 1 | 122. | 122.00 |
| Chairs | Sized at 7 ½ inches | Environments | Peek-A-Blue Stacking Chairs | 388-010 | 7 | 33.60 | 235.20 |
| | | | | | | | |
| | | | | | | | |
| Core Competency Area and Number * | Materials to Assist in Meeting Goals * | Catalog Product | Name | Product No. | Quantity | Price each | Total Cost |
| Promoting Language & Literacy, Step3, #4 | Cozy Area Materials | Environments | Patty Cake Puff | 900-449 | 1 | 118.35 | 118.35 |
| continue | Pillows for cozy area | Environments | Cushy Cushions Set | 900-550 | 1 set | 78.90 | 78.90 |
| continue | Cozy Area Materials | Lakeshore | Little Bean Bag Set | CK20 | 1 | 36.50 | 36.50 |
| continue | Book Display | Kaplan | Tot Reader Book Display | 88-12388 | 1 | 129.95 | 129.95 |
| continue | Board Books | Kaplan | Family Board Books | 88-51840 | 1 set | 43.95 | 43.95 |
| continue | Board Books | Play with a Purpose | Favorite Board Book Library | PM01729 | 1 set | 159.00 | 159.00 |
| | | | | | | | |
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| | | | | | | | |
| Total | | | | | | | \$923.85 |

* If you need additional space to list the purchases you are making that are related to a core competency goal (15% of your total grant), please make copies of this form.

Sample Quality Improvement Grant FY 2009 Materials/Equipment Request Form (Appendix D page 2)

Center Name We Love Kids

Page 2[illegible]

Quality Improvement Grant Follow Up Narrative (Form 1)

Name of Staff Member_____

Date:_____

| | |
|--|--|
| How have the new equipment and materials improved the quality of care in the two-year-old classroom? | |
| How have the goals of this staff member been met? | |
| What information learned in training was implemented in the two-year-old classroom? | |
| How have the caregiver's new skills improved the classroom and/or the staff/child relationships? | |
| Have there been other positive outcomes? If so, please describe | |

Director's Signature_____

Quality Improvement Administrative Log for Staff Support (Form 2)

Staff Name_____

| Date | Activity to support staff | Beginning Time | Ending Time | Competency/Indicator Focus | Outcome/Result/Comments | Initials |
|------|---------------------------|----------------|-------------|----------------------------|-------------------------|----------|
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The time and activities recorded above are accurate.

Signature _____

Quality Improvement Administrative Log for Staff Support Sample (Form 2)

Staff Name: Ima Provider

| Date | Activity to support staff | Beginning Time | Ending Time | Competency/Indicator Focus | Outcome/Result/Comments | Initials |
|-------|--|----------------|-------------|--|---|----------|
| 11/24 | Observe in classroom | 10:00 a.m. | 10:45 a.m. | Not yet determined | Set meeting for goal setting for 11/26/08. | JR |
| 11/26 | Met to set Core Competency Goals | 1:00 p.m. | 2:00 p.m. | Selected goals in guidance, promoting literacy and families. | Goals were determined and steps to meet goals outlined. | JR |
| 12/2 | Observation of Suzy Q is arranged | 9:30 a.m. | 10:00 a.m. | Guidance, Step 2, Number 6 Positive statements/redirect | Observation complete. | JR |
| 12/4 | Weekly meeting | 1:00 p.m. | 1:30 p.m. | Guidance, Step 2, Number 6 Language & Lit, Step 3, Number 4 | Discussed observation and how to implement techniques. Gave book "Power of Guidance". Made plans to create cozy area in room. | JR |
| 12/09 | Short observation in classroom | 10:45 a.m. | 11:05 a.m. | Guidance, Step 2 | Took notes and will share with Ima at next weekly meeting. | JR |
| 12/10 | Weekly progress meeting | 1:00 p.m. | 1:20 p.m. | Guidance, Step 2 | Shared notes and complimented Ima on her efforts. | JR |
| 12/17 | Rearrange room with Ima to create cozy area. | 5:00 p.m. | 6:00 p.m. | Language and Literacy, Step 3, Number 4 | Completed new room arrangement. Available to children for use. | JR |
| 12/22 | Weekly meeting | 1:00 p.m. | 1:30 p.m. | Guidance, Step 2, Language and Literacy, Step 3 | Ima reports her children love the cozy area and use it often. Positive techniques are being practiced. | JR |
| 1/4 | Weekly meeting | 1:00 p.m. | 1:15 p.m. | Family and Community, Step 2. number 8 | Shared my file of community resources with Ima. | JR |
| | | | | | | |

The time and activities recorded above are accurate.

Signature _____